KEEP COMPREHENSIVE SEXUALITY EDUCATION OUT OF UTAH CLASSROOMS!

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This presentation will provide you with information and documentation so that you can make an informed decision about whether Utah’s abstinence-based sex education approach should be replaced with comprehensive sexuality education (CSE).
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### Supporters of this Presentation
According to the Sexuality Information and Education Council of the United States (SIECUS), "Comprehensive Sexuality Education . . . programs . . . start in kindergarten and continue through 12th grade. These programs include age-appropriate, medically accurate information on a broad set of topics related to sexuality . . . ."

Website (Accessed 01/17/17)
While the definition of CSE on the previous page looks innocent enough, it is vital that you know the . . .

THREE KEY FOUNDATIONAL PRINCIPLES OF CSE

1. Sexual pleasure is a **RIGHT**.
2. Sexual pleasure should be pursued by people of **ALL AGES**.
3. Limiting children’s access to sexual information or sexual services **VIOLATES CHILDREN’S SEXUAL RIGHTS**.
INTRODUCTION

#1 SEXUAL PLEASURE IS A RIGHT

“Ensuring that all young people understand that they are entitled to sexual pleasure and how to experience different forms of sexual pleasure is important for their health and well-being”

#2 SEXUAL PLEASURE SHOULD BE PURSUED BY PEOPLE ALL AGES

“Sexuality and sexual pleasure are important parts of being human for everyone - no matter what age, . . . .”

“Any limitation on sexual rights must be non-discriminatory, including on the grounds of age.”

#3 LIMITING CHILDREN’S ACCESS TO SEXUAL INFORMATION OR SEXUAL SERVICES VIOLATES CHILDREN’S SEXUAL RIGHTS.

“What does this right entitle young people to? . . . Removal of parental involvement or spousal consent laws that prevent young people from seeking sexual and reproductive health services.”

In addition to understanding the three key principles of CSE it is vital to understand how CSE is promoted throughout the world.

Watch **THE WAR ON CHILDREN**, an 11 minute documentary that exposes the efforts of CSE supporters to compel its implementation and offers an excellent introduction to CSE programs throughout the world and our nation.
Numerous attempts to implement CSE within Utah’s public schools have occurred for years. This continued in 2016 when a survey was commissioned, pro-CSE articles written, and a bill to implement CSE proposed during the legislative session. These attempts were based at times upon flawed premises, data, and/or arguments.
In 2016 a poll was taken by Dan Jones & Associates of 625 adults asking,

“Do you think Utah schools should take a comprehensive or abstinence-only sex education approach?”

Leading Question?

While 64% of respondents to this survey chose a “comprehensive approach,” there were 2 problems with the question.

1. Utah law does not require “abstinence-only” sex education. **What is required? | Law’s Text**

2. Those who chose a “comprehensive sex education approach” may not know about the foundational principles or the graphic nature of many CSE lessons & publications. **CSE Lessons | CSE Publications | Student Testimonials**
What’s The Difference?

“Abstinence-based” programs are more holistic than “abstinence-only” and typically include lessons about the following:

1. How to identify a healthy relationship
2. Understanding and avoiding Sexually Transmitted Diseases / Infections
3. Information about contraceptives and their effectiveness against pregnancy and STD/STIs
4. How to avoid or get out of a dangerous, unhealthy, or abusive relationship
5. Developing life long skills to make good decisions
6. Setting goals for the future and taking realistic steps to reach them
7. Practical ways to avoid inappropriate sexual advances, and
8. Why saving sex until marriage is optimal!

Website; Accessed 12/06/16. (See 2nd listed question.)
Utah House Bill (H.B.) 246 was proposed in the 2016 Legislative Session by State Representative Brian S. King (District 28). This bill was not passed; however, Representative King has already introduced another CSE bill (H.B. 215) in 2017. Both bills work towards eliminating abstinence-based sex education within Utah public schools and replacing it with CSE.
WHAT IS CURRENTLY PROHIBITED?
Utah’s current law only prohibits the following:

1. “Instruction about the intricacies of intercourse, sexual stimulation, or erotic behavior;
2. the advocacy or encouragement of the use of contraceptive methods or devices; or
3. the advocacy of sexual activity outside of marriage;”


While Utah teachers do need to avoid advocating or encouraging students about some topics, there is much about which they can instruct.

Utah’s Secondary Health Core Curriculum. p. 7
Utah supporters of CSE often point towards the social challenges of teen pregnancy and STD/STI rates in Utah as proof that our students need more information about their sexuality. However, after looking into the number of reported cases in Utah, especially when compared to the rest of the nation, it becomes evident that the data does not support this assertion.
Utah’s ranking among states is consistently low for teen pregnancy and STD/STI rates, while California’s, which uses CSE, is consistently high. So why would we follow California’s example?

(The below rankings are based upon a scale where 1 indicates the highest rates and 50 the lowest.)

**TEEN PREGNANCIES RATES**

<table>
<thead>
<tr>
<th>Category</th>
<th>Utah Abstinence</th>
<th>CA C.S.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teen Pregnancy Rate</td>
<td>46th</td>
<td>20th</td>
</tr>
</tbody>
</table>

**STD/STI RATES**

<table>
<thead>
<tr>
<th>Category</th>
<th>Utah Abstinence</th>
<th>CA C.S.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chlamydia Rates</td>
<td>48th</td>
<td>17th</td>
</tr>
<tr>
<td>Gonorrhea Rates</td>
<td>44th</td>
<td>14th</td>
</tr>
<tr>
<td>Syphilis Rates (Primary &amp; Secondary)</td>
<td>43rd</td>
<td>3rd</td>
</tr>
</tbody>
</table>

*The National Campaign. (Accessed 1/19/16)*

Over the past two decades, rates for teen pregnancies, births, and abortions, have declined nationally and in Utah.

Utah statistics regarding teen pregnancies are only available from 2011 when there were 3,530 teen pregnancies. This represented a **decline of 52%** from the peak year of 1988 and a **decline of 13%** from 2010.

[The National Campaign](http://www.thenationalcampaign.org) (Website; Accessed 12/09/16)
In 2015 Utah media outlets ran articles about increasing STD/STI rates with headlines that used adjectives such as “huge” and “alarming.” And, while increases in the number of reported cases from 2005 – 2014 are concerning, some context is needed.

First, it is not known what impact increased willingness among individuals to be tested has had on the increase in reported cases. Second, the data does not reveal how many of the reported cases were from individuals who had recurring tests. Third, the number of reported cases when compared to total populations indicates that the scale of this problem does not match the headlines.

We should respond to the increases in STD/STI rates, but we should also realize that abandoning Utah’s abstinence-based sex education approach is neither warranted nor wise.
In 2015 there were 8,633 reported cases of Chlamydia in Utah, and this amount when compared to Utah’s 2015 total population of 2,990,632 would equal .2887%.

In 2014 of the 8,223 reported cases, 2,145 were among 15-19 year olds, which would equal 0.9595% of the 223,560 students attending Utah public schools in grades 8-12.

That would be similar to slightly less than 10 students out of 1,000.

2015 Sexually Transmitted Disease Surveillance. CDC. p. 88 (Accessed 01/31/17)
In 2015 there were **1,562** reported cases of Gonorrhea in Utah, and this amount when compared to Utah’s 2015 total population of **2,990,632** would equal **0.0522%**.

In 2014 of the **1,441** reported cases, **150** were among 15-19 year olds, which would equal **0.0671%** of the **223,560** students attending Utah public schools in grades 8-12.

That would be similar to **67%** of 1 student out of 1,000 students.

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**2015 Sexually Transmitted Disease Surveillance**. CDC. p. 88 (Accessed 01/31/17)

**Sexually Transmitted Disease Surveillance Utah 2005-2014**. p. 25. Utah Department of Health (Accessed 01/31/17)


A fundamental concern raised by opponents to CSE is that this approach would not diminish teen pregnancy rates but instead do the opposite.

For decades contraceptive-based sex-ed was taught in UK schools with little impact, and then economic realities caused reduced “sex-ed funding.”

But instead of the predicted rise in teen pregnancy rates materializing “teen pregnancies in England [fell] to their lowest level since 1969 . . . In fact, the statistics show teen pregnancy rates diminished the most in those areas where secular sex-ed budgets were most aggressively cut.”

“The Paton and Wright research team used statistics from 149 municipalities between 2009 and 2014 and found that after sex-ed budgets were cut, teen pregnancy rates fell by 42.6 percent.”

Read the full article.
The following pages contain examples of publications, handouts, and lessons which have been created for or used within CSE classrooms.
As you learn about CSE publications & programs you will notice the following patterns:

Introduce **K-12 students** to a **variety of sexual activities**
Use of **graphic sexual content**
**Sexuality** is the focus not **sex education**
Use **“moving definitions”** such as abstinence, safe sex, (see “**Buzz Words**”)
False belief that **young children are sexual**
Perpetuate **“Rights”** while removing **“wrongs”**
**Sexual license** vs. sustainable **sexual health**
**Selfish** behaviors vs. **self-control**
Duplicity in the program – **Telling parents one thing and youth another**
A Clinical Description of CSE’s Impact on Youth

“I am compelled to warn in response to the current [2016] Comprehensive Sexuality Education (CSE) legislation in Utah. CSE will subject young developing brains to inappropriate and potentially damaging content where normal neuroplasticity will be altered. Creating a foundation of pre-developmental curiosity, trauma, and potential compulsive and addictive drive stemming from the limbic system. This content will permanently damage young brains and drive them to damaging pornography and sexual promiscuity at younger ages. It is far better to educate and provide content to caregivers who then can educate their youth properly.”

Jeremy Boberg, LCSW, ASUDC – EMDRIA, CSAT, CMAT.
“It is important for all young people around the world to be able to explore, experience, and express their sexualities in healthy, positive, pleasurable, and safe ways. This can only happen when young people’s sexual rights are guaranteed.” (p. 4)

“There is a common assumption that young people are incapable of making decisions for themselves, so parents or other adults should have full authority over decisions related to their sexuality.” (p. 9)
GUIDELINES FOR CSE

Published by SIECUS in 2004 and still promoted on their website.

Age Level 1 = “middle childhood, ages 5 through 8” (p. 17)

“Vaginal intercourse – when a penis is placed inside a vagina – is the most common way for a sperm and egg to join.” (p. 26)

On pages 51 - 52 the topic of masturbation is introduced to this age level by describing the act and guiding that it “should be done in a private place.”

Download this Publication
GUIDELINES FOR CSE

Published by SIECUS in 2004 and still promoted on their website.

Age Level 2 = “preadolescence, ages 9 through 12” (p. 17)

“Steps for proper use of condoms.” (p. 51)

“Couples have varied ways to share sexual pleasure . . . (p. 52)
This CSE book has been recommended by the author and CSE organizations for use with children “10 and up” and has been used within Elementary and Middle School classrooms and/or added to their libraries.

Access the below links to read articles about parental reactions to use of this book within their schools.

Missouri  |  Oregon  |  Texas
PONO CHOICES!

This Hawaiian CSE curriculum has two major problems.

Lack of Transparency
Read this article about a father who was not granted access to this curriculum, and he also was a state legislator!

Developmentally Appropriate?
Read this article or view the video report about parental concerns with the inappropriateness of parts of this curriculum.

“Pono Choices!” Website
Both of these lessons about condoms are intended for Middle School students. (Making Proud Choices! 4th Edition. pp. 149 – 150)

Click this graphic for a larger version. (Right Lesson Only)
During this lesson, it was explained to 9TH Graders in a California CSE classroom that if they could check off some of these self declarations, they were ready to have sex.

Photo of a test distributed by a Planned Parenthood presenter in a California 9th Graders in 2014.
In Comprehensive Sexuality Education “sexual negotiation skills” are taught.

In abstinence-based programs “sexual refusal skills” are taught.

Do we want “negotiation skills” or “refusal skills” to be taught in Utah?
7. Where can teens get CONFIDENTIAL free services in reproductive health?
   a. Kaiser
   b. Planned Parenthood
   c. Family Doctor
   d. Emergency Room
   Note: Planned Parenthood is marketing their services to public school children. Also, this class was taught by a PP presenter.

11. Which of the following activities can transmit HIV?
    a. oral sex with a condom or dental dam
    b. unprotected vaginal sex
    c. kissing
    d. mutual masturbation
    e. sharing a beverage
    Note: Scientific research and data have proven this to be medically misleading.

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<table>
<thead>
<tr>
<th>Question</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which of these infections is caused by a bacterium?</td>
<td>a. Chlamydia</td>
</tr>
<tr>
<td>b. Trichomoniasis</td>
<td></td>
</tr>
<tr>
<td>c. Herpes</td>
<td></td>
</tr>
<tr>
<td>d. HIV</td>
<td></td>
</tr>
<tr>
<td>Where can teens get CONFIDENTIAL free services in reproductive health?</td>
<td>a. Kaiser</td>
</tr>
<tr>
<td>b. Planned Parenthood</td>
<td></td>
</tr>
<tr>
<td>c. Family Doctor</td>
<td></td>
</tr>
<tr>
<td>d. Emergency Room</td>
<td></td>
</tr>
<tr>
<td>Which of the following is NOT caused by a virus?</td>
<td>a. Herpes</td>
</tr>
<tr>
<td>b. HIV</td>
<td></td>
</tr>
<tr>
<td>c. Human Papilloma Virus</td>
<td></td>
</tr>
<tr>
<td>d. Syphilis</td>
<td></td>
</tr>
<tr>
<td>Which of these things is NOT caused by hormonal birth control?</td>
<td>a. stops ovulation</td>
</tr>
<tr>
<td>b. thickens cervical mucous</td>
<td></td>
</tr>
<tr>
<td>c. thin the lining of the uterus</td>
<td></td>
</tr>
<tr>
<td>d. kills eggs</td>
<td></td>
</tr>
<tr>
<td>Which bodily fluid Does Not transmit HIV?</td>
<td>a. Blood</td>
</tr>
<tr>
<td>b. saliva</td>
<td></td>
</tr>
<tr>
<td>c. breast milk</td>
<td></td>
</tr>
<tr>
<td>d. semen</td>
<td></td>
</tr>
<tr>
<td>e. vaginal fluid</td>
<td></td>
</tr>
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<td>Which of the following activities can transmit HIV?</td>
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<td></td>
</tr>
<tr>
<td>d. mutual masturbation</td>
<td></td>
</tr>
<tr>
<td>e. sharing a beverage</td>
<td></td>
</tr>
</tbody>
</table>
This infographic promotes the theory of **gender fluidity**: a person may identify as another gender regardless of their biological DNA.

The introduction states that “This **tasty** little guide is meant to be an **appetizer** for gender understanding. It’s okay if you’re **hungry** for more.” [emphasis added]
Read the article and/or watch the TV report from Oregon about this state funded sex education conference which had participants as young as 11 attending.

**Article #3**

**Parents Successfully Stop This Conference**

**How Bad Was This? (Evidence)**
“I feel like they are encouraging me to have sex.”

“The presenter said, ‘Raise your hand if you really think most kids in high school aren’t having sex.’”

“When the presenter would ask us where we can get services for abortions, treatment for STDs, and supplies for sexual activity, each time she had us all chant "Planned Parenthood!”

“The presenter said that when a condom needs to be put on, girls should ask the guy if she can do it because ‘We all know how much boys like us to touch their penis.’”

“The teacher said that when some kids have sex for the first time it will be heterosexual, but for others it will be homosexual, so everyone should be thinking about that.”

Student’s names have been removed to protect their identity, but these are all based upon CSE lessons received in CA within the past 3 years.
During all steps accentuate that CSE is “evidence-based” “age appropriate,” and “medically accurate.”

During all steps accentuate that CSE is “evidence-based” “age appropriate,” and “medically accurate.”

**Question These Claims**

**CSE “Buzz Words”**

The Courts are always a recourse, especially when legislators, schools, and/or parents are resistant to change.

**Utah Example**

**HOW CSE GETS IMPLEMENTED**

**STEP #1**
Gather stories, polls and/or statistics about a “problem.”

- **Poll** (2016) 
- **Article** (02/16)

**Step #2**
Have this “evidence” included in a report/article op-ed piece.

- **Poll** (2016) 
- **Op-Ed** (10/16) 
- **“Alarming?”**

**Step #3**
Misrepresent abstinence-based programs and blame such for the “problem” and/or other problems.

- **Article** (06/16)

**Step #4**
Make the introduction of CSE “opt-in” and talk of “involving parents.”

**Step #5**
Eventually change “opt-in” to “opt-out” and then ultimately to mandatory!

- **Opt In/Out & Mandatory in CA**

Utah Example
“Comprehensive sex education provides evidence-based, medically accurate, and developmentally appropriate sexual health information to address the physical, mental, emotional, and social dimensions of human sexuality for all young people.”

Parents should want any sex education program to meet all three standards. However, saying it meets the standards and proving it are two different things.

Don’t assume that a CSE program’s use of these terms matches how you would define them.
Requiring Teen Pregnancy Prevention Programs (TPP) to be “evidence-based” is wise, but how government bureaucrats define and act upon such is concerning.

In 2009, President Obama cancelled a federal program which was funding rigorous scientific studies of promising abstinence-based programs so as to determine whether they were “evidence-based.” This action resulted in the current federal list of “evidence-based programs” to only include 3 abstinence-based programs, while over 40 CSE programs were sanctioned.

In 2016, the U.S. Department of Health and Human Services reported that a study it funded had found most of the “evidenced based” TPP Programs being reviewed were unable to replicate their initial "effective" results.

No announcement has been made about what will be done with these new findings.

Journal Article about DHHS Study (see chart on page 513)
Meaning Behind “Buzzwords” Commonly Used by CSE Activists

**Age Appropriate** – Children are sexual beings from birth so they should be taught about sexual pleasure from an early age.

**Fear Based** – Teaching real risk and consequences associated with sexual behavior puts unwanted fear in sexuality.

**Hate** – If you do not accept and endorse other sexual beliefs, you “hate” them.

**Inclusive** – All forms of sexual exploration, lifestyles, and re-defined “family” structures are accepted and endorsed.

**Safer Sex** – Oral sex, mutual masturbation, erotic massage, or vaginal or anal sex with a condom.
Meaning Behind “Buzzwords” Commonly Used by CSE Activists

**Medically Accurate** – Detailed instruction on how to perform sexual acts and use contraceptives. This is one of the most damaging deceptions because medical risks and consequences are minimized, if taught at all.

**Negotiation** – To persuade in order to get what you want. Used to teach sexuality at an early age under the guise of prevention and safety (also used to help one get more sex.) Anything is ok as long as both parties give “consent.”

**Shame Based** – This title is used to discredit any form of sex education that is taught with the risks and consequences clearly defined. Activists instead promote that there is no shame or guilt in any form of sexual activity or deviation regardless of age.
In the United States systematic attempts to promote CSE began in earnest in the middle of the 20th Century.

As you continue you will learn about the early promoters who laid the ground work for current CSE ideology, messaging, publications, and organizations.
In the 1940’s and 50’s, Alfred Kinsey pioneered sex research; however, his research has been widely discredited, since he and his associates focused on gathering data from pedophiles, prisoners, and prostitutes rather than a representative sample group of the American populace. Even so, his findings influenced public opinion and policy and educational curriculum both during his lifetime and beyond.

Kinsey’s shoddy research and crimes were first exposed by Dr. Judith Riesman.

“It is difficult to understand why a child, except for its cultural conditioning, should be disturbed at having its genitalia touched, or disturbed at seeing the genitalia of other persons, or disturbed at even more specific sexual contacts. Adult contacts… are not likely to do the child any appreciable harm if the child’s parents do not become disturbed.”

Guttmacher became president of the Planned Parenthood Federation in 1962.

Until his death in 1974, Guttmacher led this organization in furthering the causes of birth control access and abortion reform both in the United States and internationally.

Guttmacher believed that “No woman is completely free unless she is wholly capable of controlling her fertility and…no baby receives its full birthright unless it is born gleefully wanted by its parents.”


Guttmacher was also one of many signers to The Humanist Manifesto II (1973)
Dr. Mary Calderone was a co-founder of the *Sexuality Information and Education Council* of the United States (*SEICUS*). She was on a crusade to change sex education. She insisted that there was too much focus on unwanted pregnancy and diseases and that the real problem was that society is puritanical and repressed.

Calderone wanted to change the discussion from biological facts to an open celebration of sexuality without limits. She championed that sex education should begin in kindergarten.

She stated, “**Children are sexual and think sexual thoughts and do sexual things. Parents must accept and honor their child’s erotic potential.**”

**Grossman, Miriam, “A Brief History of Sex Ed: How We Reached Today’s Madness.”**

*Website; Accessed 01/11/17*

Calderone also believed that **parents should “not stand in the way of their children and of the efforts of their schools and their churches in the provision of this kind of preparation, of education for mature, responsible, creative sexuality.”**

Pomeroy collaborated with Alfred Kinsey in writing two seminal books, *Sexual Behavior in the Human Male* (1948) and *Sexual Behavior in the Human Female* (1953).

Throughout his career he recorded over 6,000 sexual histories.

He went into private practice until he became the dean of the Institute for the Advanced Study of Human Sexuality in 1973.

Pomeroy served on the original board of directors for SEICUS.

Pomeroy described “sex with animals as ‘potentially joyous’, . . . “


Also, Pomeroy was quoted to have said, “[I]ncest between adults and younger children can also prove to be a satisfying and enriching experience . . . .”

Hefner founded *Playboy Enterprises* and currently has a net worth of over $43M. One of the causes he supported with his wealth was funding the creation of the Office of Research Services of **SEICUS**.


“A lot of the changes that took place in the '60s and '70s were resented by more conservative elements of society. Hopefully all that is going to change now with someone new in the White House [Referring to President Obama’s 2008 election].”

Website. Accessed: 12/05/16.

“Today, we believe rational policies and laws, especially related to a sex-positive culture and reproductive rights and health, are at the forefront of the debate about sex policy. . . . The sex-positive movement also advocates comprehensive and accurate sex education.”

Website. Accessed: 12/05/16.
CURRENT SUPPORTERS
OVER 144 ORGANIZATIONS SUPPORT CSE
SIECUS runs the National Coalition to Support Sexuality Education (NCSSE) which is comprised of over 140 organizations that work towards getting CSE into schools. Though it is a private organization, their large numbers and resources contributed towards CSE being adopted at alarming rates.

SIECUS, published the Guidelines for Comprehensive Sexuality Education. The “Advisory Board” for this publication included many authors from Planned Parenthood and other sexual activists, and these guidelines are being forced upon schools across the nation.
Click the graphic to the left to view “The War on Children” an 11 minute expose video about the international CSE agenda and the role that IPPF plays in promoting CSE programs.
GLSEN supporter, Kate Hudson, reveals the intention to change the sexual norms of society by targeting children and influencing the information they receive at home and at school concerning sexuality.

Kate Hudson at the GLSEN Respect Awards
October 21, 2016
The following pages contain suggested steps you can take now and in the future as a parent or guardian, as a citizen, as a legislator, or as school board member or school administrator.
PROTECT OUR CHILDREN
WE INVITE YOU TO DO THE FOLLOWING:

- Engage your children in ongoing discussions about sex and healthy relationships. (resources)
- Share this document with other individuals and groups.
- Contact the state and your local school boards and Parent Teacher Association (PTA) to register your support of an abstinence-based approach.
- Contact your state representative and senator and register your support of Utah’s abstinence-based approach and opposition to H.B. 215. 
  Who represents me? | How to Approach Legislators
- Submit “letters to the editor” with your local media outlets in support of abstinence-based sex education.
- Engage in positive dialogue on social media in support of Utah’s abstinence-based sex education approach.
Resources for Parents/Guardians

*Parents are urged to thoroughly research any resource before using it.*

- **Sexuality Explained** (Book)
- **Unprotected** (Book by a College Campus Psychiatrist)
- **The High Cost of Free Love** (Candid Presentation to Teens - Video)
- **I Said No!** (Children’s Book about “Keeping Private Parts Private”)

Religious Sources:
- **Parenting Teens** (Website List of Topics)
- **Sex Ed: How Do I Teach My Child?** (Article with links to resources)
- **Talking to Your Kids About Sex** (Parent – Child Bible Study)
- **Sex Education in the Christian Home** (Website List of Books)
- **A Parent’s Guide** (Website)
APPROACHING LEGISLATORS

Practical Tips

- Don’t think of yourself as against any particular legislator.
- Keep calm 99% of the time.
- Legislators like you to get to the point.
- Praise goes a long way!
- It is okay to call legislators, but email is best during the session.
- Talk civilly about other legislators to current legislators.
- When legislators are speaking listen and don’t cut them off.
- Make eye contact and smile.
- Be accurate!
- If you are mistaken or misrepresent your position, apologize.
PROTECT OUR CHILDREN
WE INVITE YOU TO DO THE FOLLOWING:

- Continue to support abstinence-based sex education and oppose any effort to introduce CSE in Utah.
- In the future use this document as a source of stories, examples, and/or data for yourself and/or others.
- Contact Empowered Families Coalition (email) for additional and/or updated stories, examples, data and/or constituent support.
- School Board Members, use this list of abstinence-based sex education organizations and programs.
SEXUAL RISK AVOIDANCE (SRA) RESOURCES FOR SCHOOLS/DISTRICTS

- **Ascend** (Formerly the National Abstinence Education Association)
- **Heritage Keepers** (SRA Program for MS & HS Classrooms)
- **Real Essentials** (SRA Curriculum for MS & HS Classrooms)

Notes: **Heritage Keepers** is recognized as an evidence-based Teen Pregnancy Prevention Program by the federal government ([list](#)), the Utah Department of Health, and the Salt Lake County Department of Health.

**Real Essentials** had been included on this list, but was taken off the most recent version because of its inability to complete a required study after funding for that study was stripped during the Obama presidency. (More information [here](#)).
The organizations listed below stand united with informed parents, other Utah citizens, and policy makers in rejecting comprehensive sexuality education programs and supporting abstinence-based education. For more information about an organization click their logo.

ExposeSexEdNow.com